DOCUMENT RESUME

ED 442 756 SP 039 282

AUTHOR Fountain, Cheryl; Drummond, Robert J.; Senterfitt, Heather D.

TITLE Teacher Self-Evaluation of Renewal Efforts of Their Teaching Practices To Improve Student Achievement.

PUB DATE 2000-04-28

NOTE 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150) -- Tests/Questionnaires (160)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *College School Cooperation; Collegiality; Cultural Awareness; Decision Making; Elementary Secondary Education; *Faculty Development; Higher Education; Inquiry; *Inservice Teacher Education; Multicultural Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Reflective Teaching; Teacher Attitudes; Teacher Collaboration; Teacher Improvement; *Urban Schools

ABSTRACT

This study evaluated how teachers perceived their efforts to improve their teaching practices by participating in the Jacksonville Urban Educational Partnership (JUEP), a Professional Development School (PDS). The JUEP was designed to create sustained, high quality, professional development systems for inservice educators in three PDSs. The study explored how teachers at the end of their third year of the project rated their development of seven professional norms: collegiality, experimentation and risk taking, reflectivity, multicultural sensitivity, decision making, ongoing inquiry, and commitment to teaching. The study also examined the climate of these schools and teachers' attitudes toward the project. The 150 participating teachers completed a climate scale, a professional norms scale, a series of demographic items, and one open-ended question which asked them to name ways that JUEP had impacted their classroom practice. Overall, teachers indicated that JUEP had a degree of success in achieving its goals. One-third of the teachers listed one or more examples of how JUEP influenced their classroom practice. Two overriding positive themes were collegiality and communication generated by the project and the team approach used (teachers, university faculty, and student teachers). Surveys and survey results are appended. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 442 756

Teacher Self-Evaluation of Renewal Efforts of Their Teaching Practices to Improve Student Achievement

Cheryl Fountain
Director, Florida Institute of Education
University of North Florida

Robert J. Drummond
Professor, Division of Educational Services and Research
University of North Florida

Heather D. Senterfitt
Research Assistant, Florida Institute of Education

BEST COPY AVAILABLE

SP039252

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. J. Drummond

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Professional development schools have become a popular way of structuring school reform. Lieberman and Miller (1990) identify three characteristics of these schools: 1) a context for rethinking and reinventing schools for the purpose of building, sustaining and evaluating educational practices, (2) a place to provide in service education of teachers and induct them into the teaching profession, and (3) a conduit for providing continuing development and professional growth of in-service teachers. Some educators (Levine, 1982; Levine & Trachtman 1997) label these schools as professional practice rather than professional development schools. There have been several attempts to clarify the concept. The Holmes Group (1990) suggests a number of principles for the design of professional development schools. Abdal-Haqq (1998) evaluates the effectiveness of such schools and how successful these projects have been in linking teacher education and school reform.

The purpose of this paper is to evaluate how teachers perceived their efforts to improve their teaching practices by participating in the Jacksonville Urban Educational Partnership (JUEP). More specifically the study explored how teachers at the end of their third year of the project rated their development of the professional norms. Seven professional norms were selected from the work of Little (1982), Little and McLaughlin (1993) and the Holmes Group (1990). These were collegiality, experimentation and risk taking, reflectivity, multi cultural sensitivity, decision making, on going inquiry, and commitment to teaching. The study also explored the climate of these school and the attitude that teachers had toward the project.

METHODS

The concept of urban development schools included both internship professional development schools and preinternship development schools. There were 6 positions that were funded both by the university and the school district. Two were preinternship clinical educators and 4 were internship clinical educators labeled Resident Clinical Faculty. The Resident Clinical Faculty were exemplorary classroom teachers who had assignments that required them to work for the school as well as the university. There were also 4 Lead Faculty members, university faculty who spent from one to two days per week, at the internship PDSs implementing a collaboratively planned standards based inquiry seminar. Considerable interaction took place between the various project staff, the university, and the PDSs. Another feature of the project was school based Strategic Learning Teams. They were charged with the inter-institutional collaboration that was organized to plan, implement, and assess collaborative enterprises. The teams were charged to develop and articulate a shared vision, assume responsibility of making important decisions on how to fulfill the agreed upon vision, engage in a cycle of continuous planning using multiple strategies, and show a commitment to change and risk taking (Fountain, 1997).

Instrumentation

The participating teachers completed a 24 item climate scale, a 36 item professional norms scale, a series of demographic items, and one open ended question which asked them to name one to three ways that JUEP had an impact on their classroom practice.

ANALYSIS

Frequency distributions and descriptive statistics were computed for each item and data tables constructed. Content analysis procedures were used to identify the impact the grant had on teachers.

GOALS

The major goals of the Jacksonville Urban Educational Partnership (JUEP) were to create sustained, high quality, professional development systems for in service educators in three professional development schools. The goals of this initiative were to develop schools

*where communities of multi aged learners would be engaged in on going inquiry
*where learning and assessment routinely occurs
*where intellectual activity is valued and rewarded
*where "best" practices are modeled and refined
*where educators are encouraged and supported in their efforts to transform the teaching and learning process.

In order to accomplish these goals, planning study teams were established at each site. The membership consisted of teachers from the school, a lead faulty member from the university, a resident clinical faculty member who was a master teacher and hired to supervise interns from the university half-time and be in charge of the professional development initiative at that school half-time. The lead faculty member from the university offered seminars in areas in which the school faculty were interested. The planning study team met once a month. Particular attention was given to the language arts (reading, writing, oral communication), thinking skills and personal qualities identified in the SCANS Report. Beginning the second year each professional development school served as a clinical site for student teachers. The planning study teams were charged to develop plans to achieve six standards-based outcomes and finalize plans for a standards-based inquiry seminar that was to be offered on site and be congruent with each school's School Improvement Plans.

SAMPLE

There were 150 teachers who completed the survey at the end of the third year of the grant. The sample was primarily female; only 5% of the teachers were male. Eighty percent were Caucasian, 17% African Americans, and 3% other. They ranged from having one year of experience to 37 years. The mode was 6 years of experience, the median 7.5 years. The number of years at their current school ranged from 1 to 32 years. The mode was 1 year.

EVALUATION PROCEDURES

Each year the participating faculty at these professional development schools were asked to evaluate the project as well as evaluate their participation in it. Both Likert type of items and open-ended ones were included on the survey form. The participants were asked how well the goals of the project were accomplished. This report focuses on one aspect of the data collected, how the teachers in these professional development schools felt that JUEP influenced their

classroom practice. The data presented in this paper are from the third and final year of the grant project.

RESULTS

The purpose of this study was to identify what, if any, impact the grant had on teacher behavior. Forty-five of the teachers responding to the survey listed one or more examples of how JUEP influenced their classroom practice. Their verbatim comments are included in Appendix A of this report.

One way of organizing the themes is by classifying them by using the 7 professional norms of interaction which served as one of the unifying themes of the project. The norms are collegiality, experimentation, risk taking, on-going inquiry, reflectivity, multi cultural sensitivity, and commitment to teaching. The seven norms and examples of their internalization follow.

Collegiality	*Peer support and regular sharing time has been a source of professional growth *Improved collaboration between myself and other teachers *It has helped me to relate to and work with many of my colleagues *The team made me feel a bigger part of the school *Cooperation with other teachers for betterment of educational experiences *I enjoyed meeting and exchanging ideas with my colleagues *Provided unified peer group in faculty for cooperative projects
Experimentation and Risk Taking	*JUEP has encouraged me to explore and experiment with new learning strategies *By working with other teachers I got positive feedback and reassurance of my teaching ability *More ideas to motivate students *Action research was a great tool in the classroom *The inquiry seminar has changed the way I approach teaching the language arts *By doing action research, I learned a lot of useful practices to improve reading skills in my class from the literature review and from actually applying these techniques with my students
On Going Inquiry	*Participation in the inquiry seminar *Personally JUEP opened my eyes to a more current and up-to-date system of education *I was able to learn new teaching strategies and activities that I can use in my classroom

Reflectivity	*Brainstorming answers to problems *More ideas to motivate students *It has helped me better understand classroom problems by discussing them with other teachers *Made me examine my own teaching techniques and gave me ideas on how to improve them *Sharing ideas for plans and discipline caused me to re-think how to to do the things I do and come up with those answers *The inquiry seminar has changed the way I approach teaching language arts *Made me very aware of what was happening in the classroom *Through JUEP I learned to be more versatile in my teaching and thinking
Multi cultural Sensitivity	*Organization of curriculum content to better fit the social background and expectations of my student body *I have more tolerance for different learning styles stemming from background differences *Ideas to handle urban situations *More aware of interaction with students *To become more aware of students for who they are *Helped me to develop more open interaction with students *Has made me aware of the problems in an inner city school
Commitment to Teaching	*JUEP brought added youth and excitement plus new techniques *JUEP has influenced by teaching through development and improvement of oral communication skills not only for myself but for my students *Professionally I am a better teacher *JUEP provided a network of contacts and training to ensure that I may continue to grow professionally

REACTION TO STUDENT TEACHERS/INTERNS

The second major theme was the impact of the interns on the directing teachers in the schools.

Positive Experience	*Having interns is wonderful *The interns were motivated and professional *The interns have helped me to have renewed energy *They brought a fresh perspective to my class *Was very refreshing to have another eager educator in the class *With student interns I have been able to conduct more unique experiences with the children such as story telling, science experiments, inventions and increased exposure to the arts.

Team Teaching	*Having two qualified adults in the classroom has been a plus for learning of students. I have been able to break my class of of 29 into two smaller groups *More one-to-one time with students *Another person in the classroom. *Allowed me to carry out other responsibilities at school during the school day on occasion while leaving the class in competent hands *It enabled me to provide more specific instruction from my children because of decreased ratio of students to teacher
Learning Experience for Directing Teachers	*JUEP interns shared many exciting strategies they learned in their classes and in their seminars *Being a directing teacher has made me analyze and improve my own teaching strategies *Evaluating the interns, in many ways, helped me to evaluate myself and my own teaching strategies *In working with interns, I have learned more about getting along with others

OTHER CLASSIFICATIONS

The comments can also be classified as general or specific. Some examples of general comments follow:

*Explore and experiment with new learning strategies
*Understand classroom problems
*Teaching methods
*More versatile in my teaching

Some of the more specific comments were

*Learned different management techniques
*Increased use of story telling
*Improved instruction in writing and reading
*Taught my students to do portfolios
*Improved reading and thinking skills
*Storytelling has become more used as a teaching mode

The protocols can also be classified as teacher focused or student focused. Some teachers centered their thoughts on their own professional improvement while others centered on their students' development.

Teacher Centered	*By making sure my teaching strategies are polished to provide a good example *Learned new strategies and techniques *Video taping a class lesson is always helpful to stand back and take a look at yourself

Student Centered

*Management of students in cooperative learning situations
*A lot of the ideas were helpful in helping my students better understand the material
*I was able to work with my low achievers in a small group

The last major theme identified was the impact of the grant on communication.

*Peer support and regular sharing time has been a source of professional growth
*By working with other teachers I got positive feedback and reassurance of my teaching ability
*It has helped me better understand my classroom problems by discussing them with other teachers
*Provided a "voice" for others to hear to help the school improve student achievement
*Helped me to develop more open interactions with students
*It has helped me better understand my classroom problems by discussing them with other teachers, realizing I was not alone with these problems

The second research question focused on the perceptions of the teachers on the climate in their schools. The data are reported in Appendix B. Teachers view the principal as one key factors in the attitudes and performance of the teachers. There are 24 Likert items on the survey measuring school climate. The principal is viewed as the one who encourages and fosters experimentation and listens to what the teachers have to say. The teachers work cooperatively with the principal. Teachers report that they are enthusiastic, have high morale, and are willing to spend time to help their students. They take pride in treating students with respect and dignity.

Most teachers indicated that they want to be reassigned to their current school. They feel that the grant has helped improve the achievement in their school and has led to their professional development.

SUMMARY

The self-report of the teachers completing the survey indicates that JUEP has had a degree of success in achieving the goals set forth for the professional development schools. Forty-five of the teachers responding to the survey listed one or more examples of how JUEP influenced their classroom practices. One over riding theme was collegiality and communication generated by the project. Another was the team approach in this venture involving the teachings, university faculty, and the student teachers.

APPENDIX A

NAME AND DESCRIBE ONE TO THREE WAYS JUEP HAS INFLUENCED YOUR CLASSROOM PRACTICE.

JUEP brought added youth and excitement, plus new techniques.

By making sure my teaching strategies are polished to provide a good example. The collegiality required to effectively supervise new teachers is beneficial in maintaining professional growth.

I interned in a JUEP school. I learned different management techniques.

It enabled me to provide more specific instruction for my children because the decreased ratio of students to teachers.

The JUEP preinterns were much better than the Excel preinterns I've had in the past. They were motivated and professional. They brought a fresh perspective to my class.

JUEP interns shared many exciting strategies they learned in their classes and in their seminars. Also, evaluating the interns, in many ways, helped me to evaluate myself and my own teaching strategies.

JUEP has encouraged me to explore and experiment with new learning strategies.

Management of students in cooperative learning situations. Organization of curriculum content to better fit social backgrounds and expectations of my student body.

Increased use of storytelling. Seminar for directing teachers at UNF on mentoring gave me guidance in working with an intern. Seminar on classroom discipline at UNF with professor helped me remember some practices I should be using and taught me new ideas to try.

Allowed for team teaching with intern. Curriculum ideas for storytelling and Intelligences. Allowed me to carry out other responsibilities at school during school day on occasion while leaving class in competent hands.

Increased storytelling. Having interns has been wonderful.

Incorporation of interns into classroom. Participation in inquiry seminar. Interaction with UNF faculty.

With student interns I have been able to conduct more unique experiences with the children such

as: storytelling, science experiments (more often), inventions and increased exposure to the arts.

Storytelling has become more used as a teaching mode. I have more tolerance for different learning styles stemmed from background differences. Peer support and regular sharing time has been a source of professional growth.

Having two qualified adults in the classroom has been a plus for the learning of the students. I've been able to break my class of 29 into two smaller groups.

I think that JUEP not only helps with the overall classroom concepts but also give all participants a fore-view of what future expectation will be conceived with. Personally it opened my eyes to a more current and up-to-date system of education.

Improved instruction in writing and reading. Improved awareness of what other teachers go through. Improved collaboration between myself and other teachers. These two have really made a difference.

I taught my students how to do portfolios. I have developed a sense of knowing how to change my curriculum to suit the kids. I was more aware of things other teachers used at my school to deal with the discipline, etc.

It has helped me to relate to and work with many of my colleagues. I was able to learn new teaching strategies and activities that I can use in my classroom.

By working with other teachers, I got positive feedback and reassurance of my teaching ability. The team made me feel a bigger part of the school. A lot of the ideas were helpful in helping my students better understand the material.

It has helped me better understand my classroom problems by discussing them with other teachers. Realizing I was not alone with these problems. Other teachers shared the same problems. Brainstorming answers to the problems we shared. Computer training was great. Video taping a class lesson is always helpful to stand back and take a look at yourself.

Thinking skills, improved reading

JUEP has influenced my teaching through development and improvement of oral communication skills not only for myself but also for my students. My students writing skills are improving though the development of practice writing. Also, I dedicated more time calling and communicating with parents to improve parent involvement with their child.

More ideas to motivate students. Ideas to handle urban situations. Teaching methods that were exciting.

Cooperation with other teachers for betterment of educational experience. More aware of interaction with students. More computer literate.

Helped me to better understand where my students came from and how to help them succeed. Made me examine my own teaching techniques and gave me ideas on how to improve them. Provided a "voice" for others to hear to help the school improve student achievement.

I enjoyed meeting and enhancing ideas with my colleagues. This was especially helpful in understanding regular classroom curriculum and what was expected of regular students. Professionally I am a better teacher.

The interns have given me wonderful ideas. The interns have helped me to have renewed energy. I have learned more about getting along with others.

Team teaching. Sharing of ideas for plans and discipline caused me to re-think how to do things by questions asked by interns.

To become more aware of students for whom they are. To become aware of plans and to make changes as needed. To accept and help the learning process as a sharing rather than as a giving process.

JUEP made me think about why I do the things I do and come up with those answers, which is important in problem solving in the classroom. Action research was a great tool in the classroom. I learned a lot about my topic and applied the knowledge.

Has helped me become very organized and my intern gave me new and fresh ideas to use in my class. Was very refreshing to have another eager educator in the class.

The inquiry seminar has changed the way I approach teaching language arts. I plan to continue doing action research and critically examine and research effective strategies.

Being a directing teacher has made me analyze and improve my own teaching strategies. My participation in the inquiry seminar allowed me to try something new in my classroom with the benefit of college credit.

Revised my discipline procedures. Updated my computer skills. We looked forward to Flo's help on many of our routine concerns.

By doing action research, I learned a lot of useful practices to improve reading skills in my class from the literature review, and from actually applying these techniques with my students.

Made me very aware of what was happening in my classroom.

Provided unified peer group in faculty for cooperative projects. Helped to develop more open interactions with students. Encouraged creativity in planning.

More one on one with students. Demonstrate more different teaching skills. Allow me to practice team teaching.

Through JUEP I learned to be more versatile in my teaching and thinking.

Has made me aware of the problems in a inner city school.

Tried out new ideas. I was able to work with my low achievers in a small group.

Another person in the room.

I was an intern under the JUEP program and was hired out of internship. JUEP prepared me to work successfully in this environment, provided experiential learning on cultural issues, and provided a network of contacts and training to ensure that I may continue to grow professionally.

APPENDIX B
SCHOOL CLIMATE

13

PROFESSIONAL DEVELOPMENT SCHOOL SURVEY
Spring 1997

	SA 1	A 2	U 3	D 4	SD 5	-1
1. I was excited about our school being a part of JUEP.	76 50.7%	52 34.7%	13 8.7%	5 3.3%	1 .7%	3 2.0%
2. I feel participating in JUEP has lead to my professional development.	53 35.3%	53 35.3%	24 16.0%	7 4.7%	7 4.7%	6 4.0%
3. I feel that participation in JUEP was a waste of time.	4 2.7%	2 1.3%	21 14.0%	41 27.3%	76 50.7%	6 4.0%
4. JUEP helped me to improve the achievement of students at my school this year.	33 22.0%	53 35.3%	40 26.7%	11 7.3%	4 2.7%	9 6.0%
5. I do not feel that the project was realistic in light of the problems in the Duval County School System.	6 4.0%	9 6.0%	27 18.0%	52 34.7%	48 32.0%	8 5.3%
6. Teachers and principals work together to run the school effectively.	97 64.7%	42 28.0%	6 4.0%	3 2.0%	1 .7%	1 .7%
7. The administration invites and listens to what teachers have to say.	92 61.3%	48 32.0%	5 3.3%	3 2.0%	1 .7%	1 .7%
8. The administration invites and listens carefully to what students have to say about the school.	83 55.3%	52 34.7%	9 6.0%	5 3.3%	0 0.0%	1 .7%
9. Teachers, parents, and students have a voice in what happens at the school.	84 56.0%	53 35.3%	6 4.0%	5 3.3%	1 .7%	1 .7%
10. Students complete their homework assignments.	11 7.3%	63 42.0%	33 22.0%	34 22.7%	8 5.3%	1 .7%
11. Students work hard to get good grades and learn at this school.	17 11.3%	96 64.0%	17 11.3%	15 10.0%	5 3.3%	
12. Students do not really care about this school.	5 3.3%	8 5.3%	13 8.7%	80 53.3%	43 28.7%	1 .7%
13. Parent opinions are invited and valued in this school.	63 42.0%	79 52.7%	4 2.7%	2 1.3%	1 .7%	1 .7%
14. Everyone in this school is treated with respect.	56 37.3%	66 44.0%	11 7.3%	15 10.0%	2 1.3%	
15. Parents tend to involve themselves in the life and activities of this school.	32 21.3%	63 42.0%	13 8.7%	36 24.0%	6 4.0%	
16. Teachers willingly spend time to help students at this school.	85 56.7%	57 38.0%	5 3.3%	2 1.3%	1 .7%	
17. Teachers understand and meet the needs of the students at this school.	65 43.3%	73 48.7%	8 5.3%	4 2.%	0 0.0%	
18. The morale of this school staff is high.	56 37.3%	67 44.7%	13 8.7%	11 7.3%	2 1.3%	1 .7%

19. Teachers are enthusiastic at this school.	60 40.0%	67 44.7%	12 8.0%	11 7.3%	0 0.0%	
20. Teachers have too many committee and non-teaching requirements.	14 9.3%	30 20.0%	23 15.3%	60 40.0%	23 15.3%	
21. Students respect and care about one another at this school.	22 14.7%	71 47.3%	28 18.7%	25 16.7%	4 2.7%	
22. The principal encourages experimentation.	90 60.0%	53 35.3%	6 4.0%	1 .7%	0 0.0%	
23. Parents and community support new curricular and instructional approaches.	46 30.7%	70 46.7%	29 19.3%	4 2.7%	1 .7%	
24. I want to be assigned to this school again next year.	80 53.3%	46 30.7%	14 9.3%	5 3.3%	3 2.0%	2 1.3%
	Never	Seld	Freq	Usual	Rou	-1
25. Took the lead in working/planning cooperatively with fellow teachers.	1 .7%	17 11.3%	42 28.0%	26 17.3%	60 40.0%	4 2.7%
26. Collaboratively developed/implemented learning experiences with fellow teachers on a regular basis.	2 1.3%	20 13.3%	35 23.3%	27 18.0%	62 41.3%	4 2.7%
27. Worked toward building a learning community within my school.	2 1.3%	12 8.0%	38 25.3%	33 22.0%	62 41.3%	3 2.0%
28. Established a professional network outside my school.	6 4.0%	41 27.3%	34 22.7%	32 21.3%	34 22.7%	3 2.0%
29. Established collegial relationships with other more experienced teachers.	2 1.3%	13 8.7%	23 15.3%	40 26.7%	69 46.0%	3 2.0%
30. Critically questioned methods and procedures I used for teaching.	2 1.3%	11 7.3%	44 29.3%	42 28.0%	47 31.3%	4 2.7%
31. Analyzed from at least two perspectives a problem I experienced during this year.	1 .7%	6 4.0%	45 30.0%	48 32.0%	45 30.0%	5 3.3%
32. Brainstormed possible solutions to difficulties I encountered in the classroom.	0 0.0%	4 2.7%	35 23.3%	44 29.3%	63 42.0%	4 2.7%
33. Identified the discrepancies between theoretical knowledge and personal, practiced-based, knowledge I encountered in my classroom.	0 0.0%	11 7.3%	45 30.0%	52 34.7%	36 24.0%	6 4.0%
34. Implemented action-research project(s) in my classroom that helped me with my practice.	3 2.0%	35 23.3%	41 27.3%	29 19.3%	34 22.7%	8 5.3%
35. Modified my teaching practices based on my students' performance.	0 0.0%	2 1.3%	28 18.7%	43 28.7%	72 48.0%	5 3.3%
36. Routinely integrated multicultural education into daily classroom activities.	2 1.3%	17 11.3%	43 28.7%	33 22.0%	48 32.0%	7 4.7%
37. Effectively taught diverse ethnic groups of students.	4 2.7%	13 8.7%	28 18.7%	37 24.7%	62 41.3%	6 4.0%

38. Identified and described the impact different cultures had on student learning in my classroom.	3 2.0%	29 19.3%	35 23.3%	37 24.7%	38 25.3%	8 5.3%
39. Planned for and instructed students with special needs within my regular classroom.	5 3.3%	5 3.3%	28 18.7%	32 21.3%	73 48.7%	7 4.7%
40. Instructed students with a wide range of academic levels and abilities.	0 0.0%	2 1.3%	25 16.7%	17 11.3%	99 66.0%	7 4.7%
41. Helped students understand how their beliefs about themselves influence their learning.	0 0.0%	6 4.0%	41 27.3%	38 25.3%	60 40.0%	5 3.3%
42. Planned for my own teaching improvement and acted on those plans.	0 0.0%	4 2.7%	29 19.3%	41 27.3%	70 46.7%	6 4.0%
43. Took responsibility for what students learned and how well they learned.	0 0.0%	0 0.0%	29 19.3%	36 24.0%	78 52.0%	
44. Overcame obstacles to creating learning communities arising from the fact that often teachers and students do not share a common cultural and social outlook.	1 .7%	7 4.7%	40 26.7%	48 32.0%	48 32.0%	6 4.0%
45. Created and experimented with new ways to organize students and schedule the school day.	0 0.0%	6 4.0%	31 20.7%	44 29.3%	61 40.7%	8 5.3%
46. Experimented with different teaching strategies.	0 0.0%	1 .7%	30 20.0%	44 29.3%	68 45.3%	7 4.7%
47. Assumed responsibility for questioning "what is" and actively sought alternative ways of managing learning in my classroom.	0 0.0%	5 3.3%	28 18.7%	50 33.3%	58 38.7%	9 6.0%
48. Designed/used new instructional strategies which resulted in changed students perceptions of their abilities and their potential.	0 0.0%	7 4.7%	41 27.3%	44 29.3%	50 33.3%	8 5.3%
49. Analyzed current educational research and assimilated it into my teaching.	3 2.0%	16 10.7%	40 26.7%	44 29.3%	38 25.3%	9 6.0%
50. Continued to experiment and improve my practice each year.	0 0.0%	0 0.0%	28 18.7%	41 27.3%	73 48.7%	8 5.3%
51. Strengthened my professional growth by enrolling in university courses.	23 15.3%	24 16.0%	21 14.0%	25 16.7%	48 32.0%	9 6.0%
52. Enhanced my professional growth by participating in professional education activities.	0 0.0%	10 6.7%	28 18.7%	36 24.0%	70 46.7%	6 4.0%
53. Was good at persuading and motivating other teachers in my school.	2 1.3%	19 12.7%	47 31.3%	55 36.75	21 14.0%	6 4.0%
54. Had a good understanding of my children's cultural backgrounds.	0 0.0%	1 .7%	35 23.3%	62 41.3%	47 31.3%	5 3.3%
55. Provided positive emotional support and encouragement to students who are insecure about performing well.	0 0.0%	1 .7%	21 14.0%	41 27.3%	81 54.0%	6 4.0%
56. Demonstrated to students that I care about them.	0 0.0%	0 0.0%	18 12.0%	27 18.0%	100 66.7%	5 3.3%
57. Encouraged students to think for themselves while learning.	0 0.0%	0 0.0%	19 12.7%	27 18.0%	99 66.0%	5 3.3%

58. Planned activities that help students understand how they can reflect on their thinking and learning process.	0 0.0%	5 3.3%	26 17.3%	53 35.3%	60 40.0%	6 4.0%
59. Encouraged students to monitor and regulate their own thinking and learning processes.	0 0.0%	4 2.7%	30 20.0%	46 30.7%	63 42.0%	7 4.7%
60. Got to know each student's unique background.	0 0.0%	11 7.3%	36 24.0%	46 30.7%	51 34.0%	6 4.0%

SELECTED REFERENCES

Abdal-Haqq. (1998). Professional development schools: Weighing the evidence. Thousand Oaks, CA: Sage.

Fountain, C. (1997). Collaboration agenda for change: Examining the impact of urban professional development schools. Paper presented at the Annual meeting of the American Association of Colleges for Teacher Education (AACTE), Phoenix, Arizona.

Holmes Group. (1990). Tomorrow's schools: Principles for the design of professional development schools. East Lansing, MI: Author.

Holmes Group (1995). Tomorrow's schools of education. East Lansing, MI: Author.

Levine, D. U. (1992). Professional practice schools: Linking teacher education and school reform. New York: Teachers College Press.

Lieberman, A., & Miller, L. (1992). Teacher development in professional practice schools. In M. Levine (Ed.). Professional practice schools. New York: Teachers College Press